

# *Correspondence of WIDA ELD Standards and the Common Core State Standards for English Language Arts*

## *Introduction*

### **What these documents are:**

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same language development standards and assessments.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

### **Format of the documents:**

- The WIDA English Language Development Standards consist of Model Performance Indicators (MPIs) at five difference levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do in a particular language domain (listening, speaking, reading, writing) to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of five language proficiency levels) that correspond to selected Common Core State Standards.

### **Suggestions for using the documents:**

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core Standards.

### **Important considerations:**

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in their records or from their ESOL teacher).
- It is assumed that the skills and concepts required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

## Grades 9–10 Model Performance Indicators that Correspond to the Common Core State Standards for Literacy in Science and Technical Subjects

### Key Ideas and Details

***CC.9-10.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.***

Level 1 Entering	Label pictures connected to the main idea of an illustrated leveled scientific or technical text that has been read aloud, using a word/phrase bank.
Level 2 Emerging	Answer simple <i>who, what, when, where</i> questions about an illustrated, leveled scientific or technical text; then indicate where in the text the answer was found (e.g., point to a picture, word, or short phrase).
Level 3 Developing	Complete a graphic organizer showing the central ideas of a leveled scientific or technical text by filling in textual evidence for each central idea, in a small group.
Level 4 Expanding	Discuss in a small group textual evidence to support what a scientific or technical text says explicitly and inferences drawn from a text; then summarize the discussion in writing.
Level 5 Bridging	Write a short essay analyzing a grade-level scientific or technical text, citing evidence to support explicit and inferential statements about the text.

**CC.9-10.R.ST.2 *Key Ideas and Details: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.***

(These MPIs focus on determining central idea and analyzing its development over the course of the text.)

Level 1 Entering	Match pictures from an illustrated scientific or technical text with the title of the text, with a partner.
Level 2 Emerging	Label pictures to identify the central idea of a leveled scientific or technical text using a word/phrase bank; then sequence the pictures to show how the idea develops over the course of the text, with a partner.
Level 3 Developing	Complete a graphic organizer to show the central idea of a leveled scientific or technical text, and how the central idea is developed, in a small group.
Level 4 Expanding	Use a completed graphic organizer to write an essay showing the central ideal of a leveled scientific or technical text, and how the central idea is developed, with a partner.
Level 5 Bridging	Write an essay stating the central idea of a grade-level scientific or technical text, and describing how the main idea is developed.

(These MPIs focus on summarizing a scientific or technical text.)

Level 1 Entering	Read and sequence simple sentences taken from an illustrated leveled scientific or technical text, with a partner.
Level 2 Emerging	Highlight central ideas or important information from a visually supported leveled scientific or technical text; then summarize the key ideas orally, with a partner.
Level 3 Developing	Read a leveled scientific or technical paragraph and summarize it orally to a partner; then together, reread the text to check the accuracy of the summary.
Level 4 Expanding	Read a short leveled scientific or technical text, discuss it in a small group, and then individually write a summary of the text.
Level 5 Bridging	Read a grade-level scientific or technical text and summarize it in writing.

**CC.9-10.R.ST.3 *Key Ideas and Details: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.***

Level 1 Entering	Follow detailed visual instructions for carrying out an experiment, taking measurements, or performing a technical task, with a partner.
Level 2 Emerging	Follow instructions given in short, simple oral sentences, for carrying out an experiment, taking measurements, or performing a technical task, with a partner.
Level 3 Developing	Discuss in a small group a set of instructions for carrying out an experiment, taking measurements, or performing a technical task, given in simple written sentences; then carry out the instructions with a partner.
Level 4 Expanding	Follow precisely written instructions for carrying out an experiment, taking measurements, or performing a technical task,
Level 5 Bridging	Follow precisely written instructions for carrying out an experiment, taking measurements, or performing a technical task, when the instructions include special cases or exceptions.

## Craft and Structure

**CC.9-10.R.ST.4** *Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.*

Level 1 Entering	Listen to an illustrated leveled scientific or technical text and to the teacher's discussion of the text; then match word cards showing key terms with pictures and symbols from the text.
Level 2 Emerging	Listen to an illustrated leveled scientific or technical text and to the teacher's discussion of the text; then determine the meanings of key terms from the text, using pictures, context, and a bilingual dictionary.
Level 3 Developing	Read an illustrated leveled scientific or technical text with a partner; then choose unknown science/technical words from the text and determine their meanings, using pictures, context, and a bilingual dictionary.
Level 4 Expanding	Read a leveled scientific or technical text and use pictures, context, and a bilingual dictionary to verify or determine the meanings of scientific/technical words and phrases from the text.
Level 5 Bridging	Read a grade-level scientific or technical text and use pictures, context, and a bilingual dictionary to verify or determine the meanings of scientific/technical words and phrases from the text.

**CC.9-10.R.ST.5** *Craft and Structure: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).*

(No WIDA MPIs developed.)

**CC.9-10.R.ST.6** *Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.*

Level 1 Entering	Match words and phrases from an illustrated leveled scientific or technical explanation, description of a procedure, or discussion on an experiment, with word cards relating to questions the author might be addressing.
Level 2 Emerging	Read an illustrated leveled scientific or technical explanation, description of a procedure, or discussion on an experiment, with a partner; then choose the question the author is most likely addressing, using a word bank.
Level 3 Developing	Read an illustrated leveled scientific or technical explanation, description of a procedure, or discussion of an experiment, with a partner; then identify words and phrases that relate to the question the author seeks to address.
Level 4 Expanding	Analyze in a small group the author's purpose in a scientific or technical explanation, description of a procedure, or discussion on an experiment; then individually write a sentence defining the question the author seeks to address.
Level 5 Bridging	Analyze the author's purpose in a scientific or technical explanation, description of a procedure, or discussion on an experiment; then write a sentence defining the

	question the author seeks to address.
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## Integration of Knowledge and Ideas

**CC.9-10.R.ST.7** *Integration of Knowledge and Ideas: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.*

Level 1 Entering	Match cards showing words or short phrases from an illustrated leveled scientific or technical text with pictures from the text, with a partner.
Level 2 Emerging	Create visuals (e.g., a table or a chart) from a leveled paragraph giving quantitative or technical information, with a partner.
Level 3 Developing	Read a leveled scientific or technical text that has no visuals; then discuss the text in a small group and translate information from the text into tables or charts.
Level 4 Expanding	Read a grade-level scientific or technical text, with visuals, and describe orally the information expressed verbally or mathematically.
Level 5 Bridging	Read a grade-level scientific or technical text that has no visuals; then translate information from the text into tables or charts, and explain them to a partner.

**CC.9-10.R.ST.8** *Integration of Knowledge and Ideas: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.*

Level 1 Entering	Identify, from a series of pictures related to a scientific or technical topic, one picture that shows inaccurate and/or unclear information, with a partner.
Level 2 Emerging	Listen as the teacher reads and discusses an illustrated leveled scientific or technical text; then, using simple lists of the author's claims and the evidence supporting them (provided by the teacher), determine whether each claim is well supported, somewhat supported, or not supported, with a partner.
Level 3 Developing	Discuss in a small group the extent to which the reasoning and evidence in a leveled scientific or technical text support the author's claims; then individually write a summary of the discussion.
Level 4 Expanding	Write an essay assessing the extent to which the reasoning and evidence in a leveled scientific or technical text support the author's claims.
Level 5 Bridging	Write an essay assessing the extent to which the reasoning and evidence in a grade-level scientific or technical text support the author's claims.

**CC.9-10.R.ST.9** *Integration of Knowledge and Ideas: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.*

Level 1 Entering	Compare and contrast findings from multiple sources presented in visual formats (e.g., charts, tables, diagrams), with a partner; then complete a Venn diagram with
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	multiple overlapping circles to showing differences and similarities.
Level 2 Emerging	Compare and contrast findings from multiple sources presented in short simple written summaries, with a partner; then complete a Venn diagram with multiple overlapping circles to showing differences and similarities.
Level 3 Developing	Discuss in a small group how findings from a leveled scientific or technical text agree with or differ from findings from other sources (e.g., other authors' work, students' own experiments); then individually complete a Venn diagram with multiple overlapping circles to show the similarities and differences.
Level 4 Expanding	Write an essay comparing and contrasting findings from a leveled scientific or technical text with findings from other sources (e.g., other authors' work, students' own experiment), using a Venn diagram with multiple overlapping circles.
Level 5 Bridging	Write an essay comparing and contrasting findings from a grade-level scientific or technical text with findings from other sources (e.g., other authors' work, students' own experiment).

## Range of Reading and Level of Text Complexity

**CC.6-8.R.ST.10** *By the end of grade 10, read and comprehend science/ technical texts in the grades 9–10 text complexity band independently and proficiently.*

(No WIDA MPIs developed.)